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ABSTRACT

This instructor's guide to a Teacher Corps training package is designed to assist the instructor in: (a) sensitizing the intern to the affective nature of the commitment to teacher troubled youth; (b) enabling the intern to identify and define recidivism, high mobility, confrontation with authority, and self-concept, and to describe the relationship of each to teachers of troubled youth; and (c) enabling the intern to employ behaviors which indicate awareness of the four dimensions of establishing good personal relationships with troubled youth. After completing a preassessment, the instructor carries out a series of enabling exercises that focus on listening skills, developing trust, and nonverbal communication. The guide contains handouts for these exercises and also includes a bibliography and a glossary. (HMD)

Vida Van Brunt:

Number 10

Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City

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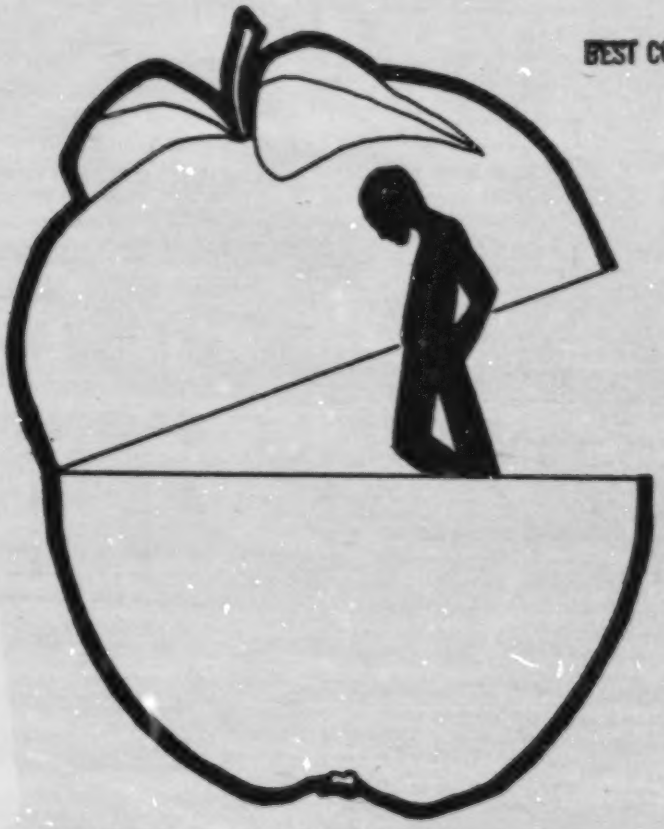

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SP 008 332

TEACHER CORPS ASSOCIATES:
RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE
Series Editor: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706 Spring, 1973

RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battle 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

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STRATEGIES FOR EFFECTIVE CURRICULUM PLANNING FOR "TROUBLED YOUTH"

INSTRUCTOR'S GUIDE TO THE TRAINING PACKAGE

Vida Van Brunt
University of Southern California
Los Angeles, California

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Strategies For Effective Curriculum Planning For "Troubled Youth"

(A training package for the preparation of teachers in strategies for more effective curriculum planning for the highly mobile youth of the inner-city who are labeled "delinquent" or delinquent prone--troubled youth--either by the rules of their local school districts or by action of the Juvenile Justice System in any given community.)

PROSPECTUS

Background Statement. This training package is developed from the position that every child has a right to an adequate education. This right should and must be afforded all children, if the school is to contribute to the development of human beings capable of meeting the challenge of survival. The thousands of troubled "delinquent prone" youth of the inner-city who are denied this right present a challenge to education today.

Rationale. With the rapidly increading inner-city populations of low income families, in which a multiplicity of factors contributes to a proportionally increading number of "youth in trouble," it is imperative that the school face its responsibility for immediate and comprehensive programs of educational planning for ALL youth. The school must present itself as an advocate of the right of every child to receive the best possible education.

In exploring the issue of the responsibility of the school to "reach out" to all children, we find that almost nothing exists in the way of comprehensive educational planning for the vast numbers of

youth who are labeled "delinquent" or "delinquent prone" or "troubled youth." In fact, the dominant pattern where these young people are concerned is that of "labeling" and "pushing out." This is accomplished through expulsion, suspension or referrals to special agencies and schools whose emphasis is largely on the youths emotional behavior rather than on the success in academics so necessary for rehabilitation once they return to regular school settings. This is not to deny the need for community agencies and resources in planning with youth and their families to meet their many needs. However, the school is the institution responsible for educating all children and youth. When the schools assume this role community resources can be mobilized to support changes needed to effect successful educational planning for "delinquent prone" youth.

If the school is to become effective as an instrument in "making the difference" where troubled youth are concerned, special strategies for Effective Curriculum Planning must be sought. At present, there is almost no progress in the specialized training of teachers to work with delinquent prone youth, although the need for teachers with specialized competencies and skills is well established.

Basic Assumptions. There are several basic assumptions concerning the "troubled, delinquent prone" youth and achievement; this youth usually:

--will not benefit from the pressures inherent in traditional procedures of testing;

--needs quick and early success in academics, therefore early identification of needs and interests;

--is hampered in academics by his emotional state;

--is almost totally unresponsive to traditional classroom settings and routines;

--needs to identify with and trust some adult authority figure;

--has been negatively influenced in socialization by previous interpersonal relationships--especially with adults;

--is largely from families of low-income and/or of ethnic minorities whose culture and life style are totally ignored in traditional school settings.

The issues involved in providing a more effective educational environment for troubled youth are too numerous to mention here. However, some of the "crucial understandings" and skills for beginning teachers in planning curriculum for these youths are touched on here. This training package is an effort to provide introductory insight into a complex situation involving factors such as mobility, recidivism, relationships with significant others and self concept.

Description of the Training Package:

This training package when complete will be composed of a cluster of conceptually related units. The first three units identified in the package focus on competencies in three major areas:

Unit I: Establishing Rapport. A Strategy for Quickly Communicating With the Youth: (Teacher--A Communicator, Facilitator, Listener, Counselor, Perceptor.)

Unit II: Quickly Identifying Needs and Wants. A Strategy for More Accurately Identifying Wants and Needs Without the Use of Traditional Testing Procedures (Teacher--A Diagnostician, Innovator, Prober.)

Unit III: Early Identification and Remediation. Specific Content Area Needs of Troubled Youth--A Strategy for Quickly designing Success Oriented Educational Tasks Based on "Needs and Wants" (Teacher--An Evaluator, Assessor, Innovator.)

Units II and III are in the process of being developed. Unit I, although subject to further revision, is complete. The following material, including the listed multi-media items, compose Unit I: Establishing Rapport.

Multi-Media Resources for Unit I

These items can be obtained from:

Mrs. Vida Van Brunt
Phillips Hall, School of Education
Room 703
University of Southern California
Los Angeles, California

Summary of Audio-Visuals

Slide Tape #1	A "Tone Setter" with implications for self-assessment on the part of teachers who would explore their own feelings and reactions in relation to more affectively interacting with youth. Music in the background by special arrangements with AVCO Record Company and the "Stylistics."
Audio Tape #1	See Exercise #1 Group Interaction Seminar Handouts in the Instructor's Guide--"Pierre."
Audio Tape #2	Four Significant Influences in the lives of troubled youth which this author identifies as areas in which education and educators can intervene with positive impact
Audio Tape #3	Interviews with "two significant others"--A clinical psychologist and an ex-juvenile offender discuss background experiences which influence youth's attitude toward school and education.

Pre-Assessment

Audio Tape #1	"George"--A troubled youth's wants and needs as perceived by his teacher (to be analyzed by beginning teacher).
VTR #1	A demonstration of Probing with provisions for discussion and feedback.
VTR #2	A demonstration of Probing by interns which provides a discussion base for analyzing use of non-verbal cues, listening, sensing, and trusting--All basic elements in "quickly establishing rapport."

SUGGESTIONS TO THE INSTRUCTOR

It is recommended that the instructor read through carefully to:

a. Plan what types of activities are involved

b. Gain some competency in evaluating the pre-assessment tool to be utilized

c. Be prepared for lectures, discussions and conferences as prescribed

d. Have available for the intern the materials recommended (equipment, seminar hand-out sheets, etc.)

e. Encourage intern efforts to seek alternate activities--especially in the interaction seminar series.

f. Be able to identify which materials are essential and which are recommended in the use of the training package.

If you have difficulty in gaining access to VTR units, and do not feel proficient in preparing alternative suitable group interaction exercises in any activity suggested:

a. Use alternative suggestions given, or

b. Consult with any communications worker in a nearby industry--they will be happy to facilitate group exercises, or

c. Investigate the materials at the nearest Regional Lab for specific activities in the areas identified in this module.

NOTE: This is <u>not</u> a course in communications or sensitivity. It only addresses <u>four</u> dimensions in which beginning teachers of troubled youth need to develop skills and sensitivities quickly because of the high mobility of these youths. However, in depth training in these and other dimensions of group and individual interaction skills should be planned and provided as an on-going learning experience for interns.

INTRODUCTION TO UNIT I: ESTABLISHING RAPPORT

You have no doubt already discovered that many of the intern-teachers who elect to enter the field of correctioanl education come in with a wide variety of first-hand experience with issues related to youth in corrections, and with the problems assiciated with minorities in poverty area schools. For this reason, it is generally assumed by the intern, and in many instances, accepted by others that he does not need training or "sensitizing" in ways of Establishing Rapport, or discovering "Needs and Wants." However, Establishing Rapport as identified in this unit as a strategy, means deliberate planning to "get through" to young people at a different level than that required to lead recreational sports or purely social activities. It is the ability to reach quickly a level of exchange and trust which will enable you to get cues to "needs" and "wants"; from these you quickly plan success-oriented learning activities, geared to the highly mobile troubled youth who is likely to be removed to another setting within a short period of time.

Numerous teachers are capable of establishing the first type of rapport--they reach a superficial, friendly relationship but never progress to "risk" reaching responses from learners from below the surface. In fact, may times when learners open up at a highly personal level of trust, teachers immediately re-group and return to where it is safe.

Establishing the type of rapport needed to reach the level of affective interacting from which effective learning may take place often demands "risks" on the part of both the teacher and the learner. With no "risk", there is no "Trust." The teacher's self-concept and his own perceptions cannot stand as a barrier to his perceiving with the viewpoint anf feelings of the "learner."

STEPS FOR COMPLETING UNIT I: ESTABLISHING RAPPORT

(T.Y.--Troubled Youth)

Read Prospectus--Training Package (Instructors Guide for Copies)
Read Prospectus--Unit I: Establishing Rapport

1.1 Objective #1

1.1.1 Attend aduio-slide-tape presentation #1--"A Tone Setter"--"People Make the World Go Round"
(Feedback optional)

*1.1.2 "Who Am I" Workshop
Summary-Feedback
or
1.1.2.1 Intern Option for "Who Am I"

2.1 Objective #2

2.1.1 Readings

2.1.1.1 Selected Bibliography
or
2.1.1.2 Library research in indicated area (independent of selected readings)

Choose any one or all three, if desired, of first group in bracket:

(2.1.2 Attend lecture--discussion--Background influences: Troubled Youth

(2.1.3 Listen to audio-tape #3--Background Influences: Four Significant Issues identified in this module

(2.1.4 Interview--Significant Others--Audio-Tape #4 and/or live interview as described

2.1.5 Writing and presenting original skits or role playing demonstrating the Four Significant Issues

2.1.6 "Confrontation with Authority"--In small group Discussion--Feedback

*2.1.7 Attend feedback with instructor on 1.1 through 2.1.6 of module

3.1 Objective #3

Choose one or both:

(3.1.1 Reading selected bibliography

(3.1.2 Attend introductory lecture--demonstration--Four Important Dimensions of Quickly Establishing Rapport

3.1.3 Group Interaction Seminar:

Choose: Attend 2 or more (of those in brackets) as desired, or, research and summarize all 4.

(3.1.31a Differential Listening

(3.1.3b Attentive Listening

(3.1.3.2 Trusting

(3.1.3.3 Non-Verbal Communication

(Attendance Required) (3.1.3.4 Sensing

*Feedback for General Session as arranged by Instructor

(Required) 3.1.4 "Probing" Demonstration VTR #1
Feedback and Discussion

*3.1.5 Role Playing--quickly Establishing Rapport (Demonstrate the four dimensions in 3.1.3)

Choose one or both of those in brackets:

(3.1.6 Attend VTR #2--Interns demonstrate 4 dimensions:

3.1.6.1 Analyze for Cues communicated:

a. Non-Verbal
b. Listening
c. Sensing
d. Trusting

Or

(3.1.7 Attend lecture demonstration by instructor and/or consultant on the four dimensions

*3.1.8 Attend feedback with instructor on 3.1-3.1.7 of unit

4.1 Objective #4

4.1.1 Meet with teams or small group of peers--Set up schedule for "Probing"--mini-practice sessions followed by self-assessment and feedback from group

4.1.2 Review technique of "Probing" as needed

4.1.3 Set-up criterion for evaluating "Probing"

Individual intern teachers select as least one of the dimensions to demonstrate in each mini-practice session

4.1.4 Attend "Probing" practice sessions as scheduled in 4.1.3

Post Assessment

If no Remediation--Exit

OBJECTIVES

Objective #1

The intern is sensitized to the affective "people oriented" nature of the commitment to teach the Troubled Youth.

Objective #2

Given input on four selected significant problem areas (1) recidivism, (2)high mobility, (3) confrontation with authority, (4) labeling and self-concept, in which teachers must intervene with positive impact in the cycle of experiences of troubled youth; intern (in writing or orally):

--Identifies and defines the four areas accurately

--Describes or demonstrates the relationship of each of the areas to teachers of the troubled youth.

Objective #3

Given input on the four selected dimensions for quickly Establishing Rapport and given a series of action exercises and demonstrations in these four dimensions, intern:

--Identifies each dimension in feedback following the exercise

--Shares in small group discussion his perceptions of "how he feels" toward the experience in the exercise

--Small group demonstrates ways in which knowledge, skill and awareness of each dimension can be used in more quickly Establishing Rapport with the troubled youth (Choice of format for demonstration--e.g. audio-tape, skits, role-playing)

Objective #4

Initiates and facilitates a series of probing sessions in which intern employs behaviors which indicate awareness of the four crucial dimensions needed in quickly Establishing Rapport with the delinquent-prone troubled youth in an educational setting.

RATING SCALE

A suggested method for rating the performance: (Objective 4 and Terminal Objective)

1. Use a scale (1 is low--5 high)

1 2 3 4 5

2. Dimensions of the strategy to be observed in the performance;

   Listening

   Non-Verbal Cues communicated by the intern

   Responding to the dimension of "trust" exhibited by learner

   "Risk" on the part of the intern to reach a higher "trust level"

   Sensing and handling cues related to self concept and/or life style.

3. This performance represents <u>beginning skills</u> on the part of the intern and should be considered developmental--a score of 2.5 indicates <u>success</u> in introductory skills.

4. Completion of <u>this</u> Performance to meet the Terminal Objective of this module is a <u>First Step</u>. Arrangements should be made to continue improvement in the skills identified by the interns self-evaluation and also that of his committee of peers and instructor by incorporation of feedback in future planning.

---

*This evaluation is on a <u>performance</u> objective. It should focus on <u>dimensions</u> of the <u>strategy employed by the intern</u> rather than on the responses of students. That is, did the intern exhibit observable, desirable sensitivities, techniques and skills according to the criteria agreed upon in advance in relation to Probing?

CONCERNING THE OBJECTIVES

A. The first cluster of objectives provides the intern a cognitive and affective base. (Objectives 1 and 2)

--Cognitive information on background experiences in the lives of these youths which they have encountered in the regular schools, courts, communities and special correctional schools.

--Sensitivity to the way in which these background experiences influence the attitude of the youth toward education and significant adults associated with these experiences.

B. The intent of the third objective is to provide a bridge between the cognitive and affective domains.

--Exercises and experiences in four dimensions related to quickly Establishing Rapport. (The interns will react, respond, feel and analyze their feelings in these exercises.)

--Knowledge and awareness of ways to employ their sensitivities and skills in these dimensions in quickly Establishing Rapport with the Troubled Youth.

C. Performance--(Employes Sensitivities and Skills Addressed in the First Two Objectives).

The fourth objective is accomplished through the intern's demonstration of the use of the four dimensions for quickly Establishing Rapport with a small group of 2 or 3 youths, and being able to identify the points at which he demonstrated at least three of the dimensions identified in this unit during his "rap" session with the youths. The technique demonstrated in this performance is probing.

PRE-ASSESSMENT

The pre-assessment will serve to emphasize the areas addressed in this unit as essential for beginning teachers working with troubled youth (delinquents and pre-delinquents).

Keep in mind the fact that this is an introduction to only a few selected dimensions in quickly Establishing Rapport.

(See Intern's Guide for Pre-Assessment Instrument)

PRE-REQUISITE

None.

DESCRIPTION OF GROUP INTERACTION SEMINAR

Introduction

1. This seminar is designed to provide exercises in which there is continuous give and take between learners as well as between the learners and team leaders.

2. If team leaders are available, they may work with the instructor as small group leaders or facilitators in the seminar.

3. If team leaders or similar staff are not available, the instructor can easily facilitate the activities by:

   a. Giving large group input, followed by

   b. small group activities in which various members of the group assume leadership, followed by

   c. large group feedback and discussion with the instructor, or

   d. seek outside facilitators to assist.

Suggestions for Organization and Implementation of Seminar

1. Read each seminar handout sheet in advance.

2. If activities are not suitable for your group, select alternative activities related to the dimension emphasis of the exercise.

3. Have seminar handout sheets duplicated for each participant.

4. At the beginning of the seminar series, have cards ready for group assignments, or an arrangement of your own to facilitate smooth entry. A card such as the one here has worked very well: Participants sign the card upon entry. At some time during the large group input announce the spots designated for each group. Have large signs available.

Name _____
Seminar Assignment Gr. 5
Special Assignment for Group Activities where only 3 persons are involved Gr. "X"

5. If you have limited staff or leadership and you involve other persons in the university or community to assist as facilitators either in small groups or for the large group input sessions, plan in advance to familirize each of them with the seminar structure and intent. In working with preparing leadership to assist, be sure to state (a) the introductory nature of the seminar, (b) the importance of free and open discussion on the part of all participants, (c) the absence of "right vs. wrong" in accepting feedback.

6. Provide flexibility for groups to seek alternate activities to meet the purposes of the exercises.

7. Honor the intern option to research any one dimension and design his own format for presentation. Only one dimension is required participation (Sensing).

8. In relation to Sensing--the interns at one site arranged an evening presentation by a Black and a Chicano librarian in which the Librarians brought in samples of books that have negative or positive connotations in relation to "self concept or life style." Many libraries also have films--which are most appropriate in the area of intercultural relations.

9. Other activities pursued independently by groups and shared with the seminar included:

    1. (Sensing and Non-Verbal Cues). Sharing of the "Rumor Clinic Slides"--Available at any Office of the Anti-Defamation League of B'Nai B'Rith.

    2. Intern participation with a local inner city theatre group in exercises which emphasized:

        Why are some names difficult for me to remember? Can I work at overcoming the difficulty? How? What are some questions I would like to ask persons of ethnic backgrounds different from mine (written, passed in, discussed openly with no identification of writer.)

10. Remember to include faculty and community representatives where ever possible.

3.1.3. GROUP INTERACTION SEMINAR HANDOUTS

These hand-out exercises are not contained in the Intern's Guide; they should be duplicated and made available by the instructor.

HAND-OUT: EXERCISE #1
3.1.3.1. Listening

Introduction: Differential Listening

The purpose of this activity is to emphasize differential listening as one crucial diminsion in developing the strategy of Quickly Establishing Rapport. Differential listening refers to ways in which our perceptions and experiences determine what we hear. Each person brings different experiences to a situation. As he listens he filters the meaning of what he hears through his experiences.

Developing sensitivity in listening requires developing skill in understanding "meaning" as perceived by the client, rather than allowing our own perceptions to overlay what we hear. Developing skill in this dimension of Establishing Rapport requires what Dr. Carl Rogers calls the recognition and acceptance of feeling. It is the response of the teacher or helper to the client's perceptions.

Procedure:

Seated in small groups facing one another, listen to the audio-tape #1 entitled "Pierre".

A. At the conclusion of the tape, react individually (without discussion) to the following check list concerning what you heard.

	Yes	No	Unsure
1. Pierre was untidy and poorly dressed most of the time.	_____	_____	_____
2. Pierre's parents were very poor.	_____	_____	_____
3. Pierre's parents spoke very little English.	_____	_____	_____
4. Pierre wanted to be like his father (others?).	_____	_____	_____
5. Pierre was interested in learning to read.	_____	_____	_____
6. Pierre enjoyed working in a group situation.	_____	_____	_____
7. Pierre related well with his teachers.	_____	_____	_____

B. When you have each completed the check list, discuss your responses. Reach a group consesus on the correct answers.

C. Now re-play the tape, stopping to discuss the correct answers as you hear them now.

D. Questions for Discussion:

--What individual perceptions or experiences might have determined what you heard the first time?

--Were your answers

1. your perceptions?
2. the perceptions of the counselor recording the tape?
3. Pierre's perceptions?

E. Attend Feedback in general session:

How can awareness and sensitivity to this dimension in learning aid

you in communicating more effectively with the troubled learner?

HANDOUT: EXERCISE #2
3.1.3.1. Listening

Introduction: Attentive Absence

"Attentive Absence" expresses itself in many ways. The client is apparently listening, eye contact is good, non-verbal response is good, yet he is simply not present. We do not need to be trained psychologists or mind readers to detect Attentive Absence at work in our efforts to "listen" or to be "heard." Awareness of the extent to which you as an individual are frequently "attentively absent" will

1. help you to sharpen your skills in developing "attending" listening skills and
2. enable you to become more aware of the planning to lessen attentive absence of learners.

Procedure: In small groups as assigned at the beginning of the workshop series:

1. Read the introduction

2. Respond in the following activity: The Listening Game

   A. Agree upon the following ground rules:

      1. Any person may begin the discussion

      2. No other person may speak in the discussion until he repeats what the previous speaker said in a manner satisfactory to the previous speaker.

   B. When all have agreed that ground rules are understood, begin the activity and allow it to continue until given a signal for summarizing.

   C. Get group consensus on the following:

      What did you learn about your ability to listen and to hear what is being expressed by those around you?

      (Describe Briefly) _____

Check list

	Yes	No	Unsure
1. Were there periods in which you apparently were attentive but were unable to hear? What about others in your group? Did they hear what you were saying?	____	____	____
2. Did you go off the "track" after the previous speaker triggered one idea with which you agreed or disagreed?	____	____	____
3. Did you feel that you were aware of the spoken words of others, but were also opposing, agreeing, or waiting to speak?	____	____	____
4. Did you find yourself comparing the others' opinion with yours while you should have been listening?	____	____	____
5. Were you aware of distractions which claimed your attention?	____	____	____

   D. Attend feedback Session

HANDOUT: EXERCISE #3
3.1.3.2 TRUSTING

Introduction: Privacy, Responsibility, Sensitivity

Communicating trust in interacting with the learner is one dimension of great importance in Establishing Rapport. It frees learners for "thought out" responses in expressing their true perceptions of their wants, needs, purposes, interests and attitudes. To enter into this type of relationship, the learner must perceive that the teacher respects him and that what he communicates will be accepted and valued by the teacher, otherwise he may easily resort to "game playing" in his responses. It is within this framework--awareness that learners can and will play the game--that teachers need to sharpen their sensitivities in relation to "attending" learner responses and responding, verbally or non-verbally with the "right" exchange, expression, gesture, or mood to foster further affective interacting.

Moving into trust relationship with learners at this level requires:

1. Regrouping of teacher perceptions of the ethics of privacy and responsibility.

Privacy in the sense that there are some responses that are better left alone than probed.

Responsibility in the sense that as adults "guiding" the youth, we will be held responsible if the exchange moves to a level "below ethical exchange" in an educational setting.

However, in Establishing Rapport with the troubled youth, the need for this skill and sensitivity is not only desirable but imperative, as much of the trust level information which comes from the true responses of this youth may well be that which ordinarily is not attended to or addressed in the formal traditional classroom setting (e.g., his perceptions of values, his opinions in relation to drugs, sex experiences, prostitution, "ripping off," or "burning" people, etc.)

2. Sensitivity to the need to "risk", to further "trust", which is the beginning of building the really helping interactive environment.

Procedure:

In this exercise, you will experience, react and respond in an effort to assess yourself more accurately in relation to situations involving "trust" and "risk." (In groups of 3 learners.)

See your card number identifying exercises involving only 3 persons.

A. At the beginning of the activity, these 3 roles will be identified:

1. The Client: One who decides upon a "real" problem related to his or her personal life. He relates this problem as best he can to the "helper" being honest in details.

2. The Helper: One who listens and responds in a way to encourage the client to move to a continuously higher level of trust.

3. The Observer: One who watches and listens to the other two in an attempt to record his perceptions of the following:

--Do the client's problems appear real?

--Does the helper's response establish trust?

--Who takes the first "risk?"

--Who is unwilling to "risk?"

--At what point do you feel that the helper became really involved in the problem? What cues did you see indicating involvement?

--At what point did the responses of the helper serve to clarify the real feelings of the client?

B. Following the first Client-Helper-Observer exercise, shift places until each member of the triad has experienced each role.

C. Discuss your reactions, feelings and observations after each new role.

--How did you feel?

--Was there any risk involved? (That is, did you disclose any really private information about yourself?)

--How do you now feel toward the other members of this triad?

--Do you feel that you know your group members better?

--Do you wish to continue this relationship? If so, why--or why not?

--What did you learn about your ability to share a real problem?

--What did you learn about your ability to respond with with a "trust evoking" cue?

HANDOUT: EXERCISE #4
3.1.3.3 NON-Verbal Communication

Introduction: Non-Verbal Cues

This exercise emphasizes one dimension of non-verbal communication of which teachers need to be especially aware and sensitive--namely the non-verbal cues which we send or communicate. Often we totally defeat our purposes in reaching out to learners by our lack of sensitivity to non-verbal cues which we unconsciously give out. These cues convey our beliefs and feelings, independently of any verbal exchange.

Non-verbal cues can be learned. The following exercises will give you introductory information concerning the way you "appear" to others--the communication you give without words. Improving skills in this area should be pursued in depth at a later date.

Procedure: In small groups of 3 as assigned in the beginning of this workshop series:

A. Respond to the introduction above.

B. On an individual basis, complete the Pre-Activity Check List attached here. (Save this check list for reactions and comparisons at the end of the activity.)

C. In small groups of 3 (using the client-observer-helper roles explained in the communication triad in Exercise #3, and rotating roles as described) client engages helper in helping you solve a problem.

D. Helper responds by verbal exchange or non-verbal gestures, attitudes or postures. During the exchange, each helper will attempt to communicate the 4 "cues" which he indicated on the Pre-Activity check list.

E. At the end of each interaction, client and observer will discuss the points at which they received non-verbal cues and compare their perceptions with those indicated in the Pre-Activity check list.

F. Following the activity, reach consensus on the following statements:

	AGREE	DESAGREE
We "send" or communicate many cues of which we are unaware.		
Non-verbal cues do not affect our relationship.		
We need to check our non-verbal communications patterns frequently.		
We can improve our non-verbal communication.		

INDIVIDUAL INTERN COPY

Pre-Activity Check List--Non-Verbal Cues:

You are about to participate in a non-verbal communication exercise emphasizing the non-verbal cues which you send or communicate as individuals.

Before beginning the exercise, indicate by the check list the two cues you wish to communicate during the exercise, also two you do not wish to communicate.

CUES	TO COMMUNICATE	NOT TO COMMUNICATE
1. Trust		
2. Friendly interest		
3. Reaching out		
4. Empathy		
5. Acceptance of Client's perceptions		
6. Authority		
7. Rejection		
8. Concern		
9. Attending (listening)		
10. Lack of concern		
11. Impatience		
12. Others		

--Complete the group activity

--React to experience in small group session using Pre-Activity Check List

--Summarize findings

--Report to large group any feedback on the exercise (with instructor or consultant present).

HANDOUT: EXERCISE #5
3.1.3.4 SENSING

Introduction to Sensing

A more involved dimension of affective interacting--"Sensing"--is the ability to "feel" with and convey your confidence as a helper to the learner. This results from your knowledge of and sensitivity to issues of self-concept, culture, and life style which enter into affective interacting between people. The term "sensing" was coined to meet a definite need to emphasize the role of the teacher as a Perceptor.

A "perceptor" is a teacher-learner who is committed to "sensing" as a tool developed through conscious commitment to the belief that there are factors (such as the ability to "sense") which transcend race or ethnic origin.

It is the belief of this author that competencies in "sensing" are developmental--they lie dormant in those who do not act on their understanding of self and others. Sensing is a powerful tool for affective interacting.

This exercise attempts to introduce initial steps you as group members can take to be mutually helpful in sensitizing each other; to involve yourself, your feelings, and your perceptions in exploring how to use your sensitivity to interpret more accurately the learner's perceptions, in order to respond positively (sensing).

Procedure: (A-Required)

In small groups read the introduction on "Sensing." Discuss and clarify terms. Plan with the group session some activity around which you will develop a short presentation related to your self-concept as it influences your perception of an object, person, event, food, etc. Your presentation may be in the format you prefer (written, collage, skit, role playing, games or other).

Following each presentation, each member of the group will discuss:

1. What associations have you had with a similar object, person, event, etc?
2. In what respect are the exercises similar?
3. In what respect are your experiences different?
4. What did you "sense" as very important to the person presenting?
5. Did he convey any cues to his self-concept during the presentation?
6. Did you feel that any of his perceptions were influenced by his culture or life style?
7. What was involved in this experience that was specifically related to self-concept? Life style? Culture?
8. How can sensitivity in this skill be used with the troubled learner?

Procedure: (B-Optional)

As a member of a small group (as designated in the first activity) each participant will:

1. Read the "Introduction to Sensing."
2. Choose from the selected readings that follow one or more books or activities.
3. Discuss your reading with the group.
4. Relate your reading to "Sensing."
5. Share a summary of your small group findings with instructor and/or entire class.

Readings Related to "Sensing"

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"Delinquency and the Schools." Office of Education. U.S. Department of Health, Education, and Welfare.

Task Force Report: Juvenile Delinquency and Youth Crime. Washington D.C.: Government Printing Office, 1967.

Carey, James, et al. The Handling of Juveniles from Offense to Disposition, Vols. 1-3. Washington, D.C.: U.S. Department of Health, Education and Welfare. Office of Juvenile Delinquency and Youth Development, 1967.

3.1 Dimensions In Establishing Rapport

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Phi Delta Kappan. "The Imperatives of Ethnic Education." Special supplement: Heredity, Environment, Race, I.Q., A Debate between William Shockley and N. L. Gage. January, 1972. Guest edited by James A. Banks. pps. 270, 271, 313, 277, 266.

Adelante: An Emerging Design for Mexican-American Education. Teacher Corps Assistance Project Center for Communication Research, the University of Texas. Edited by Manuel Rayes Mazon, Director, Technical Assistance Project.

Raths, Louis, Harmin, M. and Simon, Sidney. Values and Teaching: Working With Values in the Classes. Charles Merrill Co., Ohio, 1966.

Glossary of Terms

Affective Interacting: Method of reacting face to face with students with emphasis on their feelings and perceptions. Educators need to learn ways to facilitate students efforts in making personal meaning of what they are learning.

Attentive Absence: Attentive absence suggests the appearance of listening, without actual listening taking place. It expresses itself in many ways. Eye contact may be good, non-verbal responses may be good, yet the client is simply not present.

Differential Listening: Differential listening refers to the fact that experiences determine what we hear. Each person brings different experiences to a situation. As he listens he filters the meaning of what he hears through his experiences.

Establishing Rapport: Deliberate planning to "get through" to young people at a level different than that used by one who is able to establish the types of relationships needed to lead recreational sports or social activities. It is the ability to reach quickly a level of exchange and trust which will enable the leader to understand cues to needs and wants; from this understanding the teacher can plan success oriented learning activities with the youth that can be performed before the learner is removed to another setting.

Highly Mobile: The life pattern of a "troubled youth" has frequent changes. He is on the move. In his educational pattern it is not unusual for him to be moved from school to home, to the courts, to holding facilities, and back home to his neighborhood school within a period ranging from a few days to a few weeks. This high mobility influences his attitude toward school, and significant adults. Also it influences the ability of others to plan and work with him.

Labeling: Labeling is a process of defining a person by one activity, behavior or circumstance; it prevents a more total view of the person, i.e., once a youth is expelled or suspended from school he is labelled incorrigible, "delinquent," etc. This identification influences the thinking of others towards him as well as his own image of himself.

Probing: A training technique designed so that an adult stranger (a teacher or a Teacher Corps Intern) can rapidly establish open and authentic communication with a group (3-4) of delinquent prone youth.

Recidivism: The repeated return of an individual to institutions. Many young offenders are recidivist--that is they are committed to institutions a second time or more. This factor, while closely related to high mobility is significant in itself as related to the self concept of the youth, as well as to the expectations of teachers and other significant adults in regard to these youths.

Authority: The significant others who are decision makers in the youth's life. Many are complete strangers to him, and make decisions in isolation, not taking into account his broader life pattern or others who influence him.

Sensing: Ability to feel with and convey confidence as a helper to a client.

Troubled Youth: Any youth that because of his/her deviation from the mores of the dominant society, has been labeled either "pre-delinquent" or "delinquent" by institutions that are directly involved in his life--such as the school or the court. Often because of this label a negative self concept is created and the student reacts as expected to react.

Basic Instructors: The youth who are selected for the probing session are called Basic Instructors. They will be involved in the session with the understanding that the interviewer and all other teachers present are there to receive information from them (the youth) on some ways in which teachers may become more helpful and effective in relation to troubled youth. In this sense, the youths are instructors.

Perceptor: Description of teacher role: Commitment to sensing the learner's perceptions.